

Interpreting ACCESS for ELLs Score Reports for Instruction *and* Differentiation for Linguistically Diverse Students Workshops

September 26-27, 2016

Billings, MT from 9:00 – 4:00 (lunch on your own)

You are encouraged to recruit a team from your school(s) to attend that includes: an administrator, instructional coach and classroom teacher(s) in order to most effectively plan instruction for your EL students.

Travel costs will be reimbursed to districts for participants (lodging and meals per diem at state rates). There is no registration fee; however, participants must register with Joan Franke, jfranke@mt.gov, **by September 9**. You may register by sending Joan an email with the participants' names, school, phone number, and e-mail addresses.

Best Western Plus Kelly Inn& Suites
4915 Southgate Drive
Billings, MT 59101

\$89 + tax/room (WIDA block)
406-256-9400
registration due date: September 9, 2016

Day 1: Interpreting ACCESS for ELLs Score Reports for Instruction	Day 2: Differentiation for Linguistically Diverse Students
<p>DESCRIPTION</p> <p>The ACCESS for ELLs Score Reports provide specific information on students' academic English language proficiency. Participants will examine the different types of reports, their connection to the WIDA English Language Development Standards Framework, and how these reports can serve as a tool to initiate discussion on instruction. This workshop is appropriate for K-12 staff invested in the education of language learners.</p> <p>OBJECTIVES</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Explain the purpose of the ACCESS for ELLs 2.0 Summative Assessment • Identify the differences in the types of ACCESS for ELLs score reports and their uses • Describe considerations and methods for disseminating information contained in the score reports • Expose the academic language connection between score reports and WIDA Performance Definitions • Recognize how to use the score reports in collaborative conversations to inform language development 	<p>DESCRIPTION</p> <p>English language learners need instruction that is differentiated to meet the needs unique to learning an additional language and grade-appropriate content. Participants will approach the idea of differentiation of language from an asset-based perspective, recognizing that language learners bring many contributions to the school community. This workshop is appropriate for classroom teachers, English Language specialists, administrators, curriculum development specialists, and support staff who are familiar with WIDA Standards.</p> <p>OBJECTIVES</p> <p>Participants will be able to:</p> <ul style="list-style-type: none"> • Define what language differentiation means in the instruction and assessment of ELLs • Describe how content, product, process, and environment are taken into account for language differentiation • Describe the pathways for differentiation of language • Describe how scaffolds and supports engage ELLs at various levels in the language and content of a lesson

***Please bring: (1) Your students' Individual Score Reports or Student Roster Report (2) 2012 ELD Standards book (3) Can Do Descriptors book for your grade level if you have them.**

The Office of Public Instruction Indian Education Division is committed to providing reasonable accommodations to people with disabilities. If you need an accommodation, require an alternate format of a document, or have questions concerning accessibility, please contact Joan Franke at (406) 444-3694, TTY (406) 444-0169, or e-mail jfranke@mt.gov by the close of business September 9, 2016.

